

ASSOCIATION OF SCOTTISH PRINCIPAL EDUCATIONAL PSYCHOLOGISTS

www.aspep.org.uk

ASPEP broadly welcomes the recommendations of the **Support for learning; All our Children and All their Potential report**, which reviews the implementation of additional support for learning. [Download Report](#)

The report has acknowledged the need to achieve a balanced perspective, while putting children's voices firmly at the centre. It has acknowledged some of the challenges, and suggested that there is currently an over focus on attainment to the detriment of inclusive practice. We welcome the report's recognition that there are outstanding examples of education which effectively meets the additional support needs of young people, and dedicated, skilled and inspiring professionals committed to working with children, young people and families.

Recommendations, including

- a vision statement for success for children with ASN
- the need to move away from the language of deficit
- more work on effective deployment of classroom assistants (and linking this to evidence based practice)
- integration of additional support into the review of Curriculum for Excellence
- involvement of parent/[carers](#) and children and young people in policy development,
- strengthening of the focus on support for learning in teacher education

are welcome.

The report offers a balanced perspective about CSPs, which will inform the subsequent review, and makes a strong statement that "resource must be directed to actions that increase inclusion not actions that further exclude and stigmatise children". ASPEP is keen to contribute to the development of the concept of a National Measurement Framework, building on shared success outcomes, and to use this to ensure that those with additional support needs are meaningfully included in both the review of Curriculum for Excellence and the National Improvement Framework. This will begin to address the balance between the need for expertise in meeting needs, while retaining the understanding that this is the responsibility of all adults involved.

The report comments on the "crucial" support of educational psychologists but also the context where resources have been shrinking and, children with identified ASN are now 30.9% of the school population. The report notes the focus on capacity building (e.g. through training) of professionals and consultation, including (the role of) Educational Psychologists. Whilst noting that balancing service delivery is a challenge for all services, given resource limitations, ASPEP would endorse the focus on the effective implementation factors required for capacity building to lead to real change. We welcome that the capacity building work on nurturing approaches (most often led by educational psychologists), is praised within the report for its impact on inclusive practice. We look forward to supporting the implementation of the recommendations.

ASPEP

July 2020

